



*“Using Assessments to Drive
Improvement: Practical
Applications from the Field”*



April 28-30, 2014



The Assessment Network of New York
Second Annual Conference
Co-hosted by: Rochester Institute of Technology
Rochester, NY

<http://assessmentnetworkny.org>

WELCOME TO ANNY'S SECOND ANNUAL CONFERENCE!

On behalf of the Assessment Network of New York's Board of Directors, I want to encourage you to take in all that we have to offer for this year's conference. We are pleased to hear from nationally-known researchers Charles Blaich and Kathy Wise, who have made groundbreaking strides in assessment research with the Wabash Study. Colonel Gerald Kobylski, Commissioner, Middle States Commission on Higher Education, will present the latest developments from the MSCHE's efforts to revise accreditation standards. And, of course, faculty, professional staff, and administrators from across the state will engage us with workshops, presentations, posters, and informal discussions.

We hope this event provides you with the information and networking opportunities you seek. Our thanks to the Rochester Institute of Technology, our partners and site hosts in this conference. Also, our thanks to ANNY Board members Raymond Galinski and Susan Parry, Program Co-chairs for this event.

Michael A. Heel, President, Assessment Network of New York (ANNY)

MONDAY, APRIL 28

8:00 a.m.

Registration Open

CIMS Atrium, 1st Floor

8:00 a.m. – 9:00 a.m.

Oatmeal Breakfast Bar available

CIMS Room 2210

9:00 a.m. – 12:15 p.m.

Conference Workshops

Workshop A, 9:00 a.m. – 12:15 p.m.

(break 10:30-10:45)

CIMS Rooms 2240-2230

General Education Assessment: The Good, the Bad, the Ugly ...maybe just the bad and the ugly

Charles Blaich, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

Kathy Wise, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

In this workshop the presenters will discuss institutional conditions that promote or hinder general education assessment efforts and strategies for navigating this difficult process with this challenging process. We will use case studies to practice troubleshooting general education assessment plans, and finish with group work to consider both the lessons you have learned and the challenges that you face at your institution.

Workshop B1, 9:00 a.m. – 10:30 a.m.

CIMS Room 2140

Using Content Analysis as a Research Tool for Assessing Student Learning Outcomes

Vanessa Vacchiano, Long Island University, Brooklyn Campus
Dianne Phillips, Macaulay Honors College, CUNY

Have you or your colleagues ever felt like rubrics weren't capturing the essence of a set of student artifacts? Have you ever tried to assess journals, blogs, or portfolios and wished for an approach that utilized students' voices more authentically? Qualitative data analysis techniques, such as content analysis, have been successfully used to analyze texts, newspapers, visual media, and video across many disciplines both for scholarly research purposes as well as for assessing student learning.

This is a hand-on workshop intended to provide participants with the opportunity to ask questions, explore, and learn about practical applications of content analysis as a research tool for assessing student learning outcomes. An overview of content analysis will be provided as well as some examples of research projects.

As a result of this workshop, participants will be able to:

- Demonstrate an understanding of the basic principles and procedures of qualitative content analysis as a tool in assessment
- Identify challenges of content analysis
- Identify advantages and disadvantages
- Recognize examples of different uses of content analysis
- Code and analyze qualitative data systematically and flexibly

Workshop B2, 10:45 a.m. – 12:15 p.m.
CIMS Room 2140

Defining Intended Learning Outcomes: Essential Foundation for Learning and Assessment

Lion Gardiner, Professor Emeritus, Rutgers University

Effective learning and assessment depend on first identifying clearly the specific learning outcomes an institution or program desires to produce. Well-established conventions for structuring intended outcomes ensure clear communication with everyone. Participants will learn to define outcomes that can systematically guide program design, implementation, assessment, and improvement, and fully satisfy demands of accreditors. The workshop manual and practice and discussion with exercises introduce important concepts and methods, and develop skills they can use for constructing high-quality outcome goals and objectives.

12:30 p.m. – 1:45 p.m.

Buffet Lunch

CIMS Rooms 2240 – 2220

2:00 p.m. – 3:15 p.m.
Plenary Presentation

CIMS Rooms 2240 – 2220

We are the Change That We Seek – It Takes More than Evidence to Improve Student Learning



Charles Blaich, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium



Kathy Wise, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

We will review the lessons we have learned from the Wabash National Study about the practical steps that we have to take to use evidence to improve student learning in the complicated institutional environments in which we work.

3:30 p.m. – 4:45 p.m.
Discussion Roundtables
CIMS Rooms 2240 – 2220

5:00 p.m. – 6:30 p.m.
Reception and Poster Sessions

Cash Bar Available

Golisano Institute for Sustainability, Hall Atrium

Policy Entrepreneurs in the Implementation and Administration of University Programs

Benjamin Deitchman, Rochester Institute of Technology

An Analysis of the Success of Students in Selected Trailer and Non-Trailer General Education Mathematics Courses

Deana Olles, Rochester Institute of Technology

Helen Timberlake, Rochester Institute of Technology

Rebecca Daggar, Rochester Institute of Technology

Is My Department Doing a Good Job of Assessment? A Self-Evaluation Template

Karen O'Quin, SUNY Buffalo State

Putting the 'Student' in Student Learning Outcomes

Henry A. Etlinger, Rochester Institute of Technology

Rajendra K. Raj, Rochester Institute of Technology

An Analytic Tool to Aid in Online Graduate Student Success and Retention

Anne Zahradnik, Marist College

A Quantitative and Qualitative Assessment of the Experiences of Deaf and Hard-of-Hearing Students Transitioning into Baccalaureate Studies in STEM Disciplines

Matt A. Lynn, Rochester Institute of Technology

Sandra J Connelly, Rochester Institute of Technology

Annemarie Ross, National Technical Institute for the Deaf

Program Revisions Based on Formal and Informal Assessment in the BA in Biology Program at SUNY Buffalo State

Martha Skerrett, SUNY Buffalo State

Promoting Institutional Change and Improving Educational Equity Using the Diversity Scorecard

Brandie M. Dingman, Schenectady County Community College

Odo Butler, Schenectady County Community College

Using Program Assessment in an Environmental Science Program

Elizabeth Hane, Rochester Institute of Technology
Christy Tyler, Rochester Institute of Technology
Karl Korfmacher, Rochester Institute of Technology

Using Class Preparation Assessments to Improve Learning and Assess Course Design – A Multi-disciplinary Analysis

Elizabeth Weaver, United States Military Academy at West Point

Information Literacy Assessment: From the Classroom to Across Campus

Kelly Kelchlin Lambert, Canisius College

6:30 p.m. – Dinner on Your Own

(ANNY Board of Directors Meeting)

TUESDAY, APRIL 29

8:00 a.m.

Registration Open

CIMS Atrium, 1st Floor

8:00 a.m. – 9:00 a.m.

Breakfast Pizza & Fruit Available

CIMS Room 2210

9:00 a.m. – 10:00 a.m.

Concurrent Sessions I

TRACK A (A1) – CIMS Room 2150

Using Rubrics to Define Criteria for Quality and to Streamline Grading

Mimi Harris Steadman, Daemen College

TRACK B (B1) – CIMS Room 2140

Exploring the Computing Exploration Program

Michael Yacci, Rochester Institute of Technology
James Foley, Rochester Institute of Technology

TRACK C (C1) – CIMS Room 2220

Turnaround Student Affairs Practitioners & Run TOWARD Assessment! - Get Practical & Successful Applications from the Field

Steve Tyrell, North Country Community College

TRACK D (D1) – CIMS Room 2130

Assessing the Core through Student Artifacts

Gladys Palma de Schrynemakers, Long Island University -Brooklyn
Melissa Antinori, Long Island University-Brooklyn

10:15 a.m. – 11:15 a.m.

Concurrent Sessions II

TRACK A (A2) – CIMS Room 2130

Course Maps and Exam Blueprints to Align Assessments and Evidence-Based Changes

Jane Souza, St. John Fisher College
Jennifer L. Mathews, St. John Fisher College

TRACK B (B2) – CIMS Room 2140

Repurposing and Reframing Data: How to Utilize Existing Departmental Resources for Assessment

Kristyn Muller, University at Albany
Steve Lampedusa, University at Albany

TRACK C (C2) – CIMS Room 2150

Aligning the Work of Student Affairs Professionals with the Academic Mission: Building an Assessment Culture at Schenectady County Community College

Brandie Dingman, Schenectady Community College

TRACK D (D2) – CIMS Room 2220

Designing Pragmatic Approaches to Understand and Improve Writing (and Writing Instruction) Across Language and Cultural Difference

David S. Martin, Rochester Institute of Technology
Leah Bradley, Rochester Institute of Technology

11:30 a.m. – 12:30 p.m.

Concurrent Sessions III

TRACK A (A3) – CIMS Room 2220

The Effectiveness of a Simulation Exercise: Using Assessment to Improve the Teaching and Learning Process

Linda Mallory, U.S. Military Academy at West Point
Capt. Adam Scher, U.S. Military Academy at West Point

TRACK B (B3) – CIMS Room 2130

Strategies for Assessing Infused Competencies

Paul Emerick, Monroe Community College

TRACK C (C3) – CIMS Room 2150

The Design and Use of an Institutional Effectiveness Self-Assessment Rubric

Kenneth D. Kallio, SUNY College at Geneseo
Janice Grackin, Nassau Community College
Jeff Lashbrook, The College at Brockport, SUNY

TRACK D (D3) – CIMS Room 2140

Using Course Embedded Assessment of General Education: Encouraging Integration and Participation

Carol A. Van Der Karr, State University of New York College at Cortland

<p>12:30 p.m. – 2:00 p.m. Buffet Lunch and ANNY Business Meeting CIMS Rooms 2240 – 2220</p>

2:00 p.m. – 2:45 p.m.

Vendor Demonstration Sessions

- TaskStream – CIMS Room 2220
- Nuventive – CIMS Room 2150
- LiveText – CIMS Room 2140
- Campus Labs – CIMS Room 2130

3:00 p.m. – 4:00 p.m.

Concurrent Sessions IV

TRACK A (A4) – CIMS Room 2130

Appreciative Inquiry: An Innovative Initiative for Continuous Improvement in Nursing Education

Lucille Ferrara, Pace University, College of Health Professions, Lienhard School of Nursing

TRACK B (B4) – CIMS Room 2150

Leveraging Departmental Introspection to Create a Continuous Feedback and Improvement Loop

Steven Doellefeld, University at Albany/SUNY
Joel Bloom, University at Albany/SUNY

TRACK C (C4) – CIMS Room 2220

The PRR: Vehicle for Engaging Faculty and Staff in the Development of a Culture of Evidence

Joanne Coté-Bonanno, Montclair State University
Ronald L. Sharps, Montclair State University

TRACK D (D4) – CIMS Room 2140

Beyond Institutional Effectiveness: Comprehensive Consortium Assessment Initiatives of a Shared Curriculum by a Research University and Eight Community Colleges

Priscilla V Loanzon, Portland Community College, Portland, OR

4:15 p.m. – 5:15 p.m.

Concurrent Sessions V

TRACK A (A5) – CIMS Room 2140

Enhanced Student Performance as Evidenced by Partnering Writing Facilitation with Courses in the Disciplines

Mary Krenitsky Perrone, SUNYIT
Alexander Bulson, SUNYIT
Veronica Jaris Tichenor, SUNYIT
Joanne M. Joseph, SUNYIT

TRACK B (B5) – CIMS Room 2150

A Method to Document and Compare Program Outcome Achievement

Matt Lawrence, Alfred State, SUNY

TRACK C (C5) – CIMS Room 2130

Faculty Leading Faculty: How One Community College Promotes Success in Assessment

Elena Dilai, Monroe Community College

TRACK D (D5) – CIMS Room 2220

The Assessment of Critical Thinking: Challenges, Opportunities, Risks, and Rewards

Clarence Burton Sheffield, Rochester Institute of Technology

5:15 p.m. – 6:00 p.m.

Vendor Demonstration Sessions

- TaskStream – CIMS Room 2140
- Nuventive – CIMS Room 2130
- LiveText – CIMS Room 2150
- Campus Labs – CIMS Room 2220

6:00 p.m. – 7:30 p.m.

Buffet Dinner

Vignelli Center

Special Entertainment: **Eight Beat Measure**



WEDNESDAY, APRIL 30

8:00 a.m.

Registration Open

CIMS Atrium, 1st Floor

8:00 a.m. – 8:30 a.m.

Light Continental Breakfast Available

CIMS Room 2210

8:30 a.m. – 9:30 a.m.

Concurrent Sessions VI

TRACK A (A6) – CIMS Room 2130

Exam Development and Review to Assess and Enhance Student Learning

Carol VanZile-Tamsen, University at Buffalo

TRACK B (B6) – CIMS Room 2150

PANEL PRESENTATION: How IR is Used to Support an Assessment Initiative

Jayne Maugans Swanson, Alfred State, SUNY College of Tech.

Marlene Arno, Erie Community College

Kimberly Yousey-Elsemer, University at Buffalo

Michael Randall, University at Buffalo

Julie Meyer Rao, SUNY College at Geneseo

Katie Tierney, SUNY College at Geneseo

TRACK C (C6) – CIMS Room 2140

Lessons Learned from the Assessment of Distance Education: The Distance Learning Assessment Initiative at Monroe Community College

Renee Rigoni, Monroe Community College

TRACK D (D6) – CIMS Room 2220

Using Faculty and Staff Survey Results to Guide Institutional Change

Laurie A. Clayton, Rochester Institute of Technology

9:45 a.m. – 10:45 a.m.

Concurrent Sessions VII

TRACK A (A7) – CIMS Room 2220

PANEL PRESENTATION: Assessment and Faculty Development in First-Year Programs at St. John Fisher College

Dr. Barb Lowe, St. John Fisher College

Jill Swiencicki, St. John Fisher College

James Bowman, St. John Fisher College

Catherine Sweet, St. John Fisher College

Wendy Sierra, St. John Fisher College

TRACK B (B7) – CIMS Room 2150

PANEL PRESENTATION: How IR is Used to Support an Assessment Initiative

(continued from previous hour)

Jayne Maugans Swanson, Alfred State, SUNY College of Tech.

Marlene Arno, Erie Community College

Kimberly Yousey-Elsemer, University at Buffalo

Michael Randall, University at Buffalo

Julie Meyer Rao, SUNY College at Geneseo

Katie Tierney, SUNY College at Geneseo

TRACK C (C7) – CIMS Room 2140

A Self Study: Perception, Presentation, and Assessment of the Reaccreditation Process

Thomas Slomka, University at Buffalo

Michael Ryan, University at Buffalo

Carol VanZile-Tamsen, University at Buffalo

TRACK D (D7) – CIMS Room 2130

Academic program revision: A case study

Deborah Klesenski, Fashion Institution of Technology / SUNY

Elaine Maldonado, Fashion Institution of Technology / SUNY

Keynote Address
11:00 a.m. – 12:30 p.m.
CIMS Rooms 2240 – 2220

The Changing Landscape for Higher Education, What It Means for the Middle States Commission on Higher Education, and for us, NOW

Col. Gerald Kobylski, Commissioner, Middle States Commission on Higher Education; Professor, United States Military Academy at West Point



The higher education landscape is changing at an extraordinary pace. Since its beginning, regional accreditation has been based on peer review and continuous improvement. But today these words are not sufficient to address the questions and concerns of the many stakeholders. Given the escalating cost of higher education, the concepts quality assurance, accountability, and regulation are becoming more important. During this session, we will discuss how the Middle States Commission on Higher Education is addressing these new challenges and the resulting paradigm shift, specifically by initiating a revision, perhaps more appropriately called a restructuring, of its standards. This discussion will include describing the revision process and how the current standards (particularly Standards 7 and 14) connect to the new standards. We will also discuss the new standards which received the most feedback from our member institutions, and how the Revisions Steering Committee is addressing these.

12:30 p.m. – Conference Adjourns
Lunch-to-Go Available for Pick-Up

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